

Chapter One

Introduction

This chapter presents the description of the study. It consists of background of the research, identification of the problem and limitation of the problem. The formulation of this study will be covered in the research questions. This chapter also describes objectives of the study, significance of the study and organization of the study.

Background of the Study

Teachers are being the main aspect of educational system because they are the one who conduct teaching and learning process. They are taking a role in the success of students' learning process and their outcomes. According to Markley (2004), an effective teacher may take a place in enhancing the quality of learning process in the classroom. An effective teacher should possess some certain skills or characteristics. Zamani and Ahangari (2016) suggested that teachers should possess a list of characteristics in order to be called "effective".

In the era when English takes an important part as international language, effective EFL teachers are needed to help achieve success of learning a foreign language. It is in line with Shishavan and Sadegi (2009) who said that to gain efficient functions of educational system and to enhance the quality of learning, an '*effective*' teachers are becoming the fundamental need of EFL class. It is also mentioned that EFL teachers as the prominent 'source of input' for the learners. Ideal EFL teachers place a substantial role in ELT because they facilitate the students in achieving proficiency in the target language. The teachers also motivate them by emphasizing the importance of English language as well as for their academic success and

treats the overall personality of their students by acting as a role model for the students (Al-Khairi, 2015, p.88).

In English language learning terms, an effective teacher might possess some certain characteristics that make them different from other teachers. EFL teachers should have broad knowledge of the subject-matter that they teach and be able to help students understand, by explaining concepts deeply and able to answer all questions from the students accurately (Zamani & Ahangari, 2016, p. 73-74). Referring to Bashdash (2016), more effective EFL teachers are they who are able communicate using target language fluently and having proficiency of the subject-matter knowledge of target language. Bashdash also argued that better language teachers are appropriated to support the effective EFL teaching. In this study, the terms “content knowledge” was used to define the teachers’ subject-matter knowledge and teachers’ English language proficiency.

In addition to mastering content knowledge, an effective EFL teacher should also possess the classroom management skills such as their techniques and strategies in the classroom. Smith (2009) mentioned that many pre-service and in service teacher education rests on the premise that teachers’ content knowledge directly and positively affects both classroom practice and, ultimately, student learning. It is needed to build an effective teaching that will be beneficial for students and teacher. If the classroom management runs well, the students will reach the goal of learning English. In this study, the terms classroom management skills was used by the researcher to define teachers’ practical knowledge. It was because teachers’ practical knowledge is about teachers’ implementation of teaching in the classroom.

Some studies have researched the characteristics of an EFL teacher in a general way. Those characteristics are divided into several categories or components as perceived by some experts. Richards (2001) describes the teacher’s characteristics into six core

components: practical knowledge, content knowledge, contextual knowledge, pedagogical knowledge, personal knowledge and reflective knowledge. In Indonesian context, there is limitation of previous study which discusses teachers' content and practical knowledge as the characteristics of effective EFL teachers whether it is perceived by students or teachers. Moreover, there are still many EFL teachers who are less competent in terms of English language mastery such as making error in pronunciation and do not consider grammatical form when speaking.

Thus, this study aims to explore pre-service teacher students' perception of content and practical knowledge of effective EFL lecturers in an English Language Education Department in a private university. In this study, pre-service teacher students not only attend classes in ELED, but they are also doing internship program in the same time. So, their perspective is affected by both experiences, but mostly pre-service teacher students' perception is based on their experiences during attending the classes in ELED. Exploring pre-service teacher students' perception of how effective EFL lecturers possess content and practical knowledge is needed to know what students expect about the lecturers and the teaching process. This will ease the lecturers to reflect themselves and improve their teaching quality to meet the students' need.

Identification of the Problem

Many scholars argued that effective EFL teachers are highly important because they affect students' outcomes and can enhance the quality of learning. In Indonesia context, where EFL teachers are mostly non-native speakers, then some problems about the characteristics of EFL teachers were appeared. One of them is EFL teachers are still less competent in their pedagogical skills. Besides, teachers in Indonesian English Language Teaching (ELT), are mostly only applied what already written in textbooks, rather than adding other learning strategies that suitable with students need. Moreover, EFL teachers are

also less qualified of English language proficiency such as teachers cannot speak English language fluently and not master English language grammar well. The teachers are also mostly use their mother tongue language when teach English.

However, researcher found some problems regarding to different level of EFL teacher content and practical knowledge during conducting internship program in some schools. Few, EFL teachers in the school who were not fluent in communicate using English language. EFL teachers mostly use incorrect grammar when they speak. Another problem reveals that EFL teachers are often making mistakes in pronunciation while speaking English language. Moreover, not all EFL teachers are well qualified in managing their classes. The teacher just let the students make noises during the learning process without paying attention to the lesson. In fact, the content and practical knowledge of few EFL teachers was still far to be called effective.

Limitation of the Problem

The limitation of this study is to find out the characteristics of an effective EFL teacher in terms of content and practical knowledge from the perspectives of pre-service teacher students in ELED in a private university. In this study, pre-service teacher students had done the internship program in some schools. However, their perception is not only coming from their teaching experiences, but mostly based on their experiences during attending the classes in ELED in a private university. So, pre-service teacher students' perception is based on what they see on the lecturers.

Teachers' content knowledge becomes the main component of EFL teachers' knowledge which gives impact to the learning process. Besides, the ways teachers organize and manage the classroom often affect an effective teaching.

Research Questions

The researcher formulates the specifications of this study into the research question which is written as follows:

How do pre-service teacher students' perceive about effective EFL lecturers' content and practical knowledge?

Objectives of the Study

The overall purpose of this study is to explore pre-service teacher students' perception at English Language Education Department toward the content and practical knowledge as the aspects of effective EFL lecturers' characteristics. The researcher investigated how EFL lecturers should master their content knowledge as categorized to be an effective EFL lecturer. In addition, the research also elaborates effective EFL lecturers' implementation of their practical knowledge during teaching in the classroom.

Significance of the Study

The researcher believes that this study is beneficial to be conducted. Those benefits can be given for at least to five areas; researcher, students, teachers, institution and other researchers.

Researcher. Besides giving broad knowledge about characteristics of effective EFL teacher, this research beneficial for the researcher since the researcher can understand the steps of writing an academic paper such this undergraduate thesis.

Students. As EFL pre-service teacher students, the study about characteristics of an effective EFL teacher can be useful as an indication to evaluate their skills during their teaching experience. In addition, these findings may help them to decide what they have to do to improve their qualification as an effective EFL teacher. Furthermore, it also can be used to observe content and practical knowledge of their EFL teachers.

Teachers. This research can be beneficial for EFL teachers to explore students' needs and their expectation of the effective EFL teacher. Therefore, the findings of this study will help teachers evaluate themselves regarding to their content and practical knowledge whether they are qualified or less qualified as the effective EFL teachers. Moreover, these findings enable EFL teachers to find out the solution to improve their competencies to become effective EFL teachers as expected by the students.

Institution. The institution will be more selective in choosing a good English teacher according to student expectation. It is also hoped that these findings support them to decide strategies to facilitate the teachers to be more qualified as the effective EFL teachers. Furthermore, this research can increase stakeholders' understanding to evaluate every EFL teachers' characteristics in the institution.

Other researchers. The findings of this research might hopefully benefit for other researchers who concern to investigate the specific characteristics of effective EFL teacher. Nevertheless, it can be references of theoretical review of the content and practical knowledge that effective EFL teachers should have.

Organization of the Study

The structure of this research is organized as follows: chapter one consists of background of the study which presents the reason of conducting this study. The researcher also provides identification of the problem and limitation of the problem. Moreover, the research questions, objectives of the study, and significance of the study also presented in the first chapter. In the chapter two of this study, the researcher presents literature review about characteristics of effective EFL teacher, content knowledge and also practical knowledge. Moreover, chapter three demonstrates the research methodology which is concerning on the research design that the researcher use. Research setting as the place of conducting this study also presented in chapter three. Besides, the researcher also mentions research participants of

this study which consist of the characteristics of becoming the participants. Chapter three also consists of data gathering instruments, data gathering procedures and data analysis of this study. The next chapter is chapter four which presents findings and discussion about content and practical knowledge of effective EFL lecturers. It shows the results of this study based on participants' perspectives. Then, conclusion and recommendation of this study is being presented in chapter five.